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ABSTRACT

The Handicapped Advocacy Program (HAP) is an advocacy service for individuals with disabilities who are sponsored in skills training by the Utah Division of Rehabilitation Services (DRS). It has developed a system whereby DRS clients can be tracked throughout their tenure at the Salt Lake Skills Center. Other services include Skills Center visitations, troubleshooting, development and use of progress reports, job placement, and inservice training for Skills Center staff. Throughout its first year of existence HAP has seen a 30 percent increase in disabled student enrollment, a 50 percent completion rate, and a 66 percent placement rate. Leading causes of the 50 percent dropout rate are health problems, terminations initiated by DRS, and personal problems. Data from a survey of DRS counselors indicate an overall increase in satisfaction with Skills Center services since implementation of HAP. Recommendations to increase program efficiency include development of a tracking system for client visitations, increased job development and employer contacts, and expanded outreach efforts to local high schools. (Appendixes include a listing of training programs, a sample progress report, and survey results.) (YLB)

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SALT LAKE SKILLS CENTER

HANDICAPPED ADVOCACY PROGRAM

ED248341

SUMMARY REPORT

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The successful operation of the Handicapped Advocacy Program's first year was dependent upon much individual effort. Without the cooperation and assistance of the following organizations and individuals, the goals of this program would never have been accomplished.

We would like to thank Pat Latham, Director of the Salt Lake Skills Center, and the instructional counselors, (Ed Anderson, Sue Besser, Ben Mendoza, Edie Mitko, Ruth Ross, Ron Wheadon), the admissions counselors, the instructional staff, and the clerical staff of the Salt Lake Skills Center.

Also, we would like to express our gratitude to the counselors, and district supervisors of the Division of Rehabilitation Services for their recommendations, assistance, and support.

Special thanks are extended to Mr. Randy Hopkins, representative of Job Service for his enthusiasm and willingness to register DRS students with Job Service, and certify these students for the Targeted Jobs Tax Credit.

Finally, we would like to state our appreciation to Kristi Brandon whose assistance compiling data, developing graphs, and editing was invaluable.

ABSTRACT

Special Vocational Services, in conjunction with the Utah State Office of Education and the Salt Lake Skills Center has provided an advocacy service to individuals with disabilities who are sponsored in skills training by the Division of Rehabilitation Services.

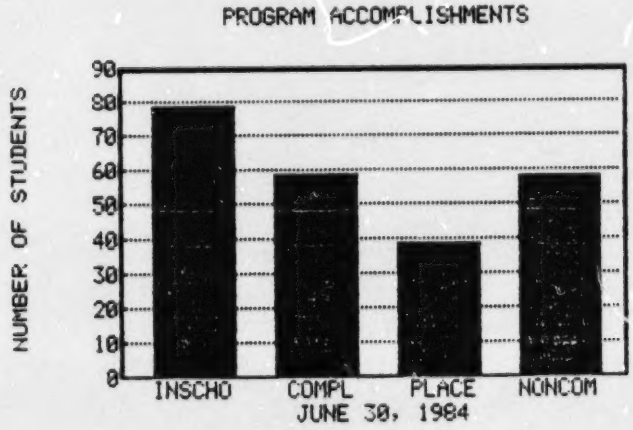
Such services include providing visitations and general orientations to the Salt Lake Skills Center, conducting tours of the campus for potential students, providing each student's rehabilitation counselor with individual progress reports on a monthly basis throughout the training period, troubleshooting problems or issues that arise during training, and assisting clients with job placement toward the end of the training period.

This program facilitates cooperation between the Division of Rehabilitation Services and the Salt Lake Skills Center, and enhances the commitment by the Skills Center to provide quality training for individuals with disabilities.

Throughout its first year of existence the Handicapped Advocacy Program (HAP) has seen a 30% increase in disabled student enrollment, a 50% training completion rate, and a 66% placement rate. The wages of those employed ranges from $3.35 per hour to $20.00 per hour with an average wage of $5.13 per hour.

This report provides insight into the development of HAP, the strategies utilized during the year, and concludes with recommendations for the upcoming operational year.

FIGURE 1



PROGRAM DESCRIPTION

A. NEED

When employment and training statistics are reviewed, it becomes evident that handicapped individuals are under-represented in the nation's work force as well as in the major education, training, and employment programs designed to assist individuals in gaining access to the world of work.

1. Only 40% of the adult disabled population is employed as compared to 74% of the nondisabled population. (Levitan, S. & Taggart, T. 1976)

2. 85% of those disabled individuals employed earn less than $7,000 per year while 52% earn less than $2,000 per year. (Bowe, 1980)

3. 50% of all U.S. residents who do not participate in the labor force are disabled. (Bowe, 1980)

4. Handicapped individuals represented only 2.1% of the total fiscal year 1978 and 7.1% of the post-secondary enrollments. (October, 1980 Education Statistics)

As of July, 1982, there were 58,900 unemployed workers in the state of Utah. 29,450 reside in Salt Lake and Tooele Counties. 65% or 19,143 individuals are youth (16-24). Unemployment rates for this group are double the rate of the total labor force (Utah Department of Labor Security, August, 1982). It can be readily inferred from the unemployment rates that handicapped individuals, especially handicapped youth face a monumental task in finding work. If they are not adequately trained and prepared to sell themselves as excellent employees, they will surely have tremendous difficulties finding and keeping employment.

"There is little, if any concern for the handicapped student who leaves school lacking skills necessary to survive in the working world," according to a report from the National Association of State Boards of Education released in September of 1979. The report continues by stating that although P.L. 94-142, the Education Amendments of 1976 sets aside 10% of vocational basic grants for handicapped students, the U.S. Office of Education identifies only 2% of the total enrollment in vocational education programs as handicapped. Vocational educational programs for the handicapped should, but do not, provide a continuum of

services, the report says. This would include regular vocational education programs that are modified to accomodate eligible handicapped students, special vocational education designed for those students whose impairment is so severe as to preclude success in regular vocational education programs, individual vocational trainin, tailored to meet individual needs, and pre-vocational assessment for handicapped students.

The under-employment of handicapped workers is a serious situation. Handicapped workers are more frequently channeled into lower level jobs, which leads to their receiving lower average wages than those earned by nonhandicapped workers. Many of these individuals cannot obtain jobs at a level commensurate with their ability.

In a tight economy, employers have the luxury of requiring considerable amounts of experience for even the most entry level positions. Thus, handicapped individuals who lack the necessary experience and skills are under closer scrutiny and are usually denied the opportunity to prove themselves as workers.

B. FUNDING SOURCE

HAP is funded by the Utah State Office of Education utilizing federal, 10% handicapped, set aside funds and is operated by Special Vocational Services in conjunction with the Salt Lake Skills Center.

C. GOAL STATEMENT

The overall goal of this program is to expand the opportunity for handicapped individuals to succeed from the skill training programs available at the Salt Lake Skills Center. The development of each phase of HAP has been designed with this goal in mind.

D. ELIGIBILITY FOR SERVICES

Eligibility for HAP services are twofold: first, an individual must be eligible for rehabilitation services; secondly, the individual must meet eligibility criteria of the Salt Lake Skills Center and the specific program for which they are applying.

More specifically, eligibility for rehabilitation services rests upon two criteria:

"The individual has a physical or mental disability which constitutes or results in a substantial handicap to employment," and

"The services may reasonably be expected to benefit the individual in terms of employability."

Skills Center entrance criteria has been established utilizing aptitude scores from the General Aptitude Test Battery and math/reading level scores. Each training program has its own specific requirements.

E. PROJECT LOCATION

The HAP is located at the office of Special Vocational Services within the Salt Lake Skills Center at 431 S. 600 E. in Salt Lake City, Utah. The office is equipped with a Teletypewriter (TTY) which allows the deaf and hard of hearing easy telephone access to the program, and which also is utilized to obtain daily job reports from Job Service and the Rehabilitation Service Center.

Special Vocational Services (SVS) is a cooperative branch of two major public agencies: The Salt Lake Skills Center and the Columbus Community Center. SVS along with both parent organizations has a history of providing nationally recognized, cost-effective programs meeting the educational and training needs of handicapped/disadvantaged individuals. Besides administering the Handicapped Advocacy Program, SVS also sponsors a JTPA Culinary Arts-Food Service training program for handicapped youth, and the Career Education/Development programming for incarcerated juvenile offenders at the Decker Lake Youth Center.

The Salt Lake Skills Center provides short-term, intensive vocational training for the economically and/or educationally disadvantaged to meet the needs of industry. Training periods are from eight weeks to nine months long and are open entry/open exit. Students are sponsored by community organizations or state and federal agencies. Skills Center support services include an assessment center, a job placement office, and vocational counseling. Offered is a wide range of courses from Accounts Clerk to Micro-Computer Repair. (See Appendix A for complete List of Training Programs)

F. STAFFING

Two staff members are utilized to operate HAP: the project director and the advocacy coordinator.

The Project Director, in short is accountable for the operation of HAP. Specific duties involve providing supervision for the Advocacy Coordinator, dealing with administrative issues and concerns, and ensuring that the goals and objectives of HAP are met. Also, the Director coordinates in-service training for Skills Center staff.

The Advocacy Coordinator implements HAP. This involves a multitude of services to rehabilitation counselors and clients, and to Skills Center staff. The Advocacy Coordinator provides individualized visitations and tours for rehabilitation clients and counselors, details training entrance criteria for specific programs of interest to clients, outlines the procedures for entrance into the Skills Center, and arranges appointments for clients with admissions counselors.

Once clients are enrolled, the Coordinator works with each Skills Center instructional counselor to track monthly training progress, and reports the progress to the clients' rehabilitation counselors. The Coordinator is also available to troubleshoot counselor concerns, or work with clients who are having difficulty adapting to the training environment. As training completion approaches the Coordinator begins working individually with clients in terms of employment readiness training, employer contacts, job development, and job placement. Close relations with Job Service have been developed, and clients are registered with Job Service, and certified for the Targeted Jobs Tax Credit (TJTC), when they approach training completion.

Other duties assigned to the Advocacy Coordinator include analyzing existing community training programs to determine the enrollment feasibility of disabled individuals, conducting job analysis, facilitating job modifications and restructuring, and providing follow up and support services.

PROGRAM OPERATION

A. DEVELOPING TRACKING SYSTEM

One of the first objectives of HAP was to develop a system whereby DRS clients could be tracked throughout their tenure at the Skills Center. The rationale for creating a thorough tracking system was based upon the belief that early problem solving intervention by Skills Center counselors, DRS counselors and the Advocacy Coordinator could potentially reduce drop-out rates among these students.

Utilizing an Apple IIe Micro-Computer along with the PFS: File program, a computerized tracking file was developed. When attempting to develop this system, efforts were made to ensure that the file would serve multiple purposes: a file which could generate mailing labels to DRS counselors and clients; one that would store demographic information on a permanent basis, and at the same time allow the flexibility to update a client's progress on a monthly basis; one that would provide sufficient information to assist DRS counselors to keep updated on their clients' progress; one that Skills Center counselors could utilize tracking training progress; and one that would provide space for post-training follow-up and job placement data. After much time and numerous revisions, all this data was reduced to one page, (See Appendix B for Client Progress Report) and HAP was prepared for program implementation.

B. OUTREACH

Reflecting upon our goal of facilitating enrollment of handicapped individuals who traditionally may have been excluded from Skills Center training programs, it was decided that our major outreach effort would be in the direction of Rehabilitation Services. In the past, DRS had utilized the Skills Center sparingly, and had voiced concerns about training possibilities for their clients.

Appointments were made with the four major DRS district offices in Salt Lake County with the idea of discussing their concerns and incorporating possible solutions to these concerns into the Handicapped Advocacy Program. The decision was made that the Advocacy Coordinator would attend monthly meetings with each district office to maintain a dialogue conducive to resolving DRS - Skills Center issues. Notes from the four district meetings were consolidated, and three major issues became quite apparent. There was "no central person at the Skills Center to refer clients for

informal visitations and course overviews; for those clients that had been sent to the Skills Center, we rarely if ever, received written reports on their progress; and only limited placement assistance had been provided upon completion of training."

A tentative job description was developed incorporating the concerns of DRS and was presented to the Skills Center. With assistance and support from the Skills Center counseling staff and administration, a procedure was developed to ensure that DRS concerns would be met. (See Appendix C for Job Description)

The Advocacy Coordinator returned to the four DRS District Offices where procedures were developed that would best serve their clients throughout the continuum of services, from visitations to job placements.

C. DRS CLIENT VISITATIONS

The procedure developed for client visitations involved either the DRS counselor or the client calling the Advocacy Coordinator and simply arranging an appointment to visit the Skills Center.

Skills Center visitations consist of five steps.

1. General Orientation to Skills Center
2. General Course Descriptions and Requirements (See Appendix A)
3. Specific Descriptions for Courses of Interest
4. Tour of Skills Center Facilities
5. Enrollment Coordination (if appropriate)

Also, the Advocacy Coordinator and the client discuss the client's disability and the accompanying vocational implications, as well as the client's reasons for wanting to enroll into certain training programs.

D. TROUBLESHOOTING

This general service is available to clients, DRS counselors, and Skills Center counselors. Client troubleshooting has involved helping obtain bus passes, discussing eligibility for Public Assistance, contacting

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their rehabilitation counselors, referral to more appropriate training opportunities in the county, and assisting in the securement of part-time employment. Relaying messages to their clients, to their clients' instructional counselors, and to various Skills Center offices has been the primary troubleshooting service for DRS counselors. Assistance has been given to the Skills Center counselor by reporting changes in progress to DRS counselors between progress reports, calling clients who have been absent for prolonged periods of time, and providing them with an understanding of the training implications of various disabilities.

E. PROGRESS REPORTS

While the development of the progress reports have been described in a former section of this summary report, this section will focus on the specific information that is obtained and then reported to DRS counselors.

The Advocacy Coordinator receives a list of new DRS students on a weekly basis. Information on each student includes the following: training program, name, address, phone number, DRS counselor, Skills Center counselor, enrollment date, and projected completion date. This information is then transferred to the PFS: File data base within the HAP office, and the first step of tracking student progress begins.

On a monthly basis the Advocacy Coordinator meets individually with the Skills Center counselors and obtains information regarding client attendance, punctuality, attitude, social skills, assignment quantity, and assignment quality. There is also a comments section for any additional training related information which needs to be conveyed. (See Appendix D for Sample Report)

F. JOB PLACEMENT

The Job Placement portion of HAP consists of two major divisions: services to students and job development/employer contacts.

Services to students include the provision of job seeking skills workshops and/or individualized job search. Each client upon completion of training has been highly recommended to participate in Job Search, a two-week workshop sponsored by the Skills Center. Also, the HAP Advocacy

Coordinator is available to provide individualized counseling for those students who need additional job search assistance. DRS counselors have been tremendously supportive of this recommendation. During the workshop the DRS students are encouraged to contact the Advocacy Coordinator twice daily for job leads which are fed to the HAP office through the Rehabilitation Service Center and Job Service via a teletypewriter (TTY). Also, the Job Search counselors assist students develop resumes, provide information on interviewing skills, utilize videotape equipment to practice interviewing, and work to encourage and motivate students to work hard during their job search. Furthermore, students are introduced to the Job Service representative located at the Skills Center who registers them with Job Service and certifies them for the Targeted Jobs Tax Credit (TJTC).

The Advocacy Coordinator works closely with the job developers at the Skills Center. The relationships have developed to the point where job leads are being shared so that all students have an equal access to job leads. Also, the Advocacy Coordinator has developed a systematic approach for recruiting employers; an approach based upon a student's skills, transportation, place of residence, and financial needs. Potential employers are matched with student needs and efforts are made to inform the employers of a student's skills, the training programs, the incentives for hiring these students, and the support they will receive from HAP. An attempt is then made to schedule an interview for the student. Other options which have been utilized in assisting swift placement of graduates include coordination with Job Training Partnership Act (JTPA) to provide On the Job Training (OJT) for students, direct employer contacts with those corporations that have high hiring potential in Utah, and frequent communication with students' DRS counselors.

G. OTHER SERVICES

In addition to services to clients and counselors, HAP sponsored an in-service training session for Skills Center instructional, counseling, clerical, and administrative staff. The program was facilitated by Mr. Bo Hall, HAP Project Director and presented by Mr. Van Potter and Ms. Cindy Andrus of Projects with Industry and was designed to create awareness of disabilities and of individuals with disabilities. Reaction of Skills Center employees to this in-service was overwhelmingly positive (See Appendix E for In-Service Questionnaire Results).

A recent addition to the Skills Center course outline is a Computer Programming course for individuals with severe disabilities sponsored by Projects with Industry (PWI). The training classroom was selected for its easy access, and the

Skills Center made modifications to ensure accessibility to the classroom, as well as to other Skills Center facilities. In coordination with Sue Besser, instructional counselor for the Computer Programming students, and instructor Bob Marsh, the Advocacy Coordinator developed a brief survey asking students about the accessibility of Skills Center facilities. The resulting data was reviewed and solutions to several minor access problems were resolved with the help of the students, Sue Besser, the maintenance department, and the Advocacy Coordinator. (See Appendix F for Summary of Access Survey Results)

PROGRAM OUTCOMES

The following comments will summarize the results of the HAP's first year of operation. Information on DRS client enrollments, completion rates, placement statistics, termination/dropout rates and reasons, results of a DRS counselor survey, and the goals and recommendations for the upcoming second year of operation will be included.

Before statistical data is reviewed, one of the most important outgrowths of HAP has been the development of an effective, systematic coordination of services to clients between two major organizations; Division of Rehabilitation Services and the Salt Lake Skills Center. It is hoped that through this joint effort, services to clients of rehabilitation can continue to improve.

A. ENROLLMENTS

During the first year of existence, July 1, 1983 - June 30, 1984, HAP witnessed DRS student enrollment at the Salt Lake Skills Center increase from 151 clients to 196, a 30% increase in new enrollments, over the previous fiscal year. (See Table below for demographic comparison of '82/'83 and '83/'84 fiscal years)

TABLE 1

ENROLLMENT STATISTICS
Breakdown by Sex

	'82/'83	'83/'84	% INCREASE
MALE	80	92	15%
FEMALE	71	104	46%
TOTAL	151	196	30%

B. COMPLETIONS

Below is a Table outlining the successful completions from the total number of terminations.

TABLE 2

COMPLETION RATE
Fiscal Year 1983/1984

	TERMINATIONS	COMPLETIONS	PERCENTAGE
MALE	51	28	55%
FEMALE	66	31	47%
TOTAL	117	59	50%

Comparisons of the 1982/1983 and 1983/1984 fiscal year completion rates for DRS students cannot be reported due to the different definitions of "completion" used by the Utah State Office of Education (USOE) and the Handicapped Advocacy Program (HAP). The USOE bases their completion rate upon a percentage of the projected training period that a student endures, while the HAP's definition entails satisfactory performance throughout the training program until students reach the educational goal outlined and agreed upon by them and their instructional counselor.

As is readily visible in Table 2, the completion rate for DRS students is 50%. (The completion rate is calculated by dividing the number of successful completions by the total number of terminations.) On the surface, this rate appears to be somewhat low, and has led to the following questions:

1. What are the contributing factors to such a significant dropout rate?

2. Are the dropout reasons for DRS students

different from other students?

3. How can HAP, Skills Center, and DRS work together to increase the likelihood that a DRS sponsored student will complete training?

These questions are seen as very significant, and warrant a separate section to address them.

C. PLACEMENTS

The placement rate is calculated by dividing the number of students who have completed training and have obtained employment by the total number of students who have completed. The current placement rate is 66% with 39 of 59 clients obtaining employment after training (See Table 3 below. 82% of these placements are training related, as is indicated in Table 4.

TABLE 3

PLACEMENT RATE
Breakdown by Sex

	PLACEMENTS	COMPLETERS	PERCENTAGE
MALE	21	28	75
FEMALE	18	31	58
TOTAL	39	59	66

TABLE 4

TRAINING RELATED PLACEMENTS
Breakdown by Sex

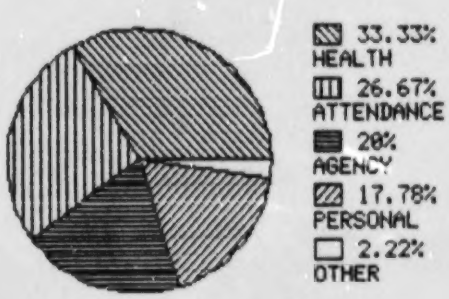
	PLACEMENTS	TRAINING RELATED	PERCENTAGE
MALE	21	16	76%
FEMALE	18	16	89%
TOTAL	39	32	82%

D. TERMINATION/DROPOUT RATES

Upon discovering the 50% completion rate, an alarming implication surfaces; that implication being a 50% dropout or negative termination rate. The first question to arise was "What are those factors contributing to such a significant dropout rate?" To answer this question, files for those students who did not complete training, were examined to determine the reasons for termination. The breakdown detailing these factors are below in Figure ii.

FIGURE ii

DROPOUT REASONS



As is evident from Figure ii, health problems are the leading cause of premature termination while general attendance

problems are a close second. Terminations initiated by DRS for various reasons are next, and personal problems, such as family, money, seeking employment, and incarceration round out the list.

The next question which surfaced was "Are the dropout and termination reasons consistent across funding sources?" To determined the answer, a stratified, random sample of JTPA and Self-Sponsored student files were examined and comparisons were made with DRS sponsored students. Only students who had been terminated non-positive within the past fiscal year were included. Furthermore matching sex and age groups across funding sources controlled for age and sex differences (See Table 5 for results).

TABLE 5

COMPARISON OF TERMINATION REASONS

	DRS	JTPA	SELF-SPONSORED
HEALTH	33%	21%	14%
ATTENDANCE	27%	36%	43%
AGENCY	20%	0	0
PERSONAL	18%	21%	0
OTHER	2%	21%	43%

(totals will equal 100%)

Consistent among the three funding sources is that attendance, health or non-health related, is the major reason for premature terminations. When compared to other students enrolled at the Skills Center, it is not surprising that DRS students have a significantly higher incidence of medical-related terminations.

E. DRS COUNSELORS' EVALUATION

During the week June 11 - June 14, 1984, DRS counselors were asked to complete a brief questionnaire summarizing their degree of satisfaction with the Salt Lake Skills Center. They were also asked to comment on the services and to provide suggestions on how services to clients and progress reports could be improved. Finally, counselors were asked general information about their caseload, if they supported the concept of an advocate for clients with disabilities, and if they had any ideas for additional training programs which would be advantageous to their clients.

Apparent when the survey data was reviewed was an overall increase in satisfaction with Skills Center services since implementation of HAP. Other highlights of the survey included an overwhelming approval of the progress reports, extremely strong support for the concept of an advocate at the Skills Center for students with disabilities, and an indication that additional training programs in areas of high demand would be supported by DRS counselors.

Comments made by DRS counselors were appreciated and welcomed with the hope of improved services to clients with disabilities and to the counselors themselves. (For a complete look at the survey results, and counselor comments and suggestions refer to Appendix G.)

F. RECOMMENDATIONS/PROGRAM GOALS FOR 1984-1985

We have attempted in this report to outline the major components and procedures of the Handicapped Advocacy Program (HAP) from the initial stages of development through the implementation of the program. At the same time, we have presented an analysis of the results which were obtained.

Throughout the 1983/1984 fiscal year several program evaluations were made during HAP and DRS staff meetings. From these came several recommendations to increase program efficiency. These recommendations are listed below.

1. Develop a tracking system for client visitations which would include demographics, date of visit, nature of visit, relevant test scores, and date of enrollment or decision not to enroll.

2. Become more visible to DRS students throughout the training period by attending Skills Center orientations, and developing a brochure describing services.

3. Utilize clerical staff to perform data input and retrieval.

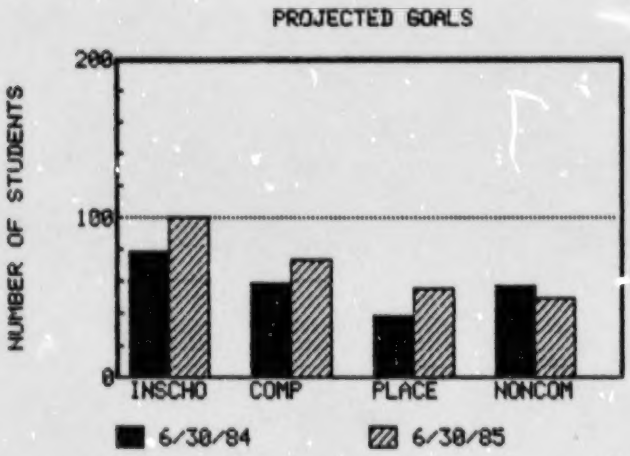
4. Increase job development and employer contacts.

5. Inform DRS Counselors within one week of unexpected terminations of their clients and the reasons behind these terminations.

6. Coordinate with Skills Center to provide additional training opportunities for individuals with disabilities.

7. Expand outreach efforts to local high schools in order to promote early intervention for handicapped students.

FIGURE iii



With regard to statistical goals for the 1984-1985 fiscal year, a 15% increase in DRS enrollment is being projected which would translate into approximately 225 students. As of June 30, 1985 there will be 100 DRS students in the process of completing training. Also, it is hoped, through more effective intervention strategies that the completion rate will increase to 60% (75 students) Finally, it is anticipated that the placement rate for those who complete training during the 1984-1985 fiscal year will be 75%.

APPENDIX A

List of Training Programs

ADULT PROGRAMS	LENGTH/HRS.	PELL APPROVED	VA APPROVED
BASIC (preliminary) MATH AND READING	Typically 1-2 hrs daily only.	NO	NO
CHILD CARE ATTENDANT	15 weeks, 8am to 12 pm	NO	NO
AUTO PARTS CLERK	5 mos., 7:30am to 2:00pm	YES	YES
ELEC. ASSEMBLY	4 weeks, 7:30am 2:00pm	NO	NO
ELEC. TEST TECHNICIAN	6 months, 7:30am 2:00pm	YES	YES
MICROCOMPUTER REPAIR TECHNICIAN	9 months, 7:30am to 2:00pm	YES	YES
TRANSPORTATION	8-10 weeks, two sections (am/pm)	NO	NO
WELDING	9 months, two sections (am/pm)	YES	YES
CLERICAL (3 emphases)	6 months, starting 7:30am. (3 emphases)	YES	YES
INFORMATION PROCESSING (2 levels)	3-6 months, (2 levels) 5:30pm to 8:30pm)	NO	NO
ENGINE REBUILD	6 months, 7:30am to 2:00pm	YES	YES
FRONT END BRAKE	6 months, 7:30am to 2:00pm	YES	YES
BRAKE/EXHAUST	4 months, 7:30 am to 2:00pm	NO	NO
LUBE AND TIRE	3 months, 7:30am to 2:00pm	NO	NO

ADULT PROGRAMS, cont'd.	LENGTH/HRS.	PELL APPROVED	VA APPROVED
TELECOMMUNICATIONS (3 levels)	2 mos. includes 4 mos. OJT's 5 mos.	NO	NO
COMPUTER PROGRAMMING (for severely disabled)	9 mos. + OJT 7:30am to 2:30pm	YES (this prog. is not open entry)	NO
AUTO BODY REPAIR	6 months, 7:30am to 2:00pm	YES	YES

Note: Your admissions counselor can give you more information and schedule for testing related to your chosen vocational trng. area.

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YOUTH PROGRAMS	LENGTH/HRS.	PELL APPROVED	LOCATION
BASIC MATH AND READING	One-two hrs. daily (am hours)	NO	Skills Center
CLERICAL (3 emphases)	6-9 months, am and pm hours	YES	Skills Center, Tooele or Murray
NURSE AIDE	6 months, 4-7pm	YES	Murray High
Mechanics BRAKE SPECIALTY	6 months, 2-6pm	YES	Skills Center
Mechanics AUTO TROUBLE SHOOTING	6 months, 2-6pm	YES	Skills Center
Mechanics TIRE & LUBE	6 months, 2-6pm	YES	Skills Center
GRAPHICS	9 months, 3-7pm	YES	Redwood Campus
WELDING	9 months, 3-7pm	YES	Granger High
MACHINIST	9 months, 3-7pm	YES	Taylorsville High
JR. TEST TECHNICIAN	9 months, 2-6pm	YES	Skills Center
CHILD CARE ATTENDANT	----------	An adult program that accepts those	17 & 6 mos. and up
AUTO MECHANICS (includes Auto Body)	9 months, 3-7pm	YES	Brighton High

YOUTH PROGRAMS, cont'd.	LENGTH/HRS.	PELL APPROVED	LOCATION

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APPENDIX B

Client Progress Report

CLIENT #: SEX: AGE: BIRTHDATE:
SS #:
NAME: PHONE:
ADDRESS:
CITY: STATE: ZIP CODE:

DRS COUNSELOR: PHONE:
AGENCY: DISABILITY:
ADDRESS:
CITY: STATE: ZIP CODE:

SKILLS CENTER COUNSELOR: OFFICE #: EXTENSION #:
SKILLS CENTER INSTRUCTOR: OFFICE #: EXTENSION #:
COURSE OF STUDY: PROJECTED COMPLETION DATE:
ENROLLMENT DATE: ACTUAL COMPLETION DATE:
TERMINATION DATE: PLACEMENT DATE:

EMPLOYER: JOB TITLE: TRAINING RELATED:
ADDRESS: WAGE: RETENTION IN MONTHS:
CITY: STATE: ZIP CODE:
PHONE: SUPERVISOR:

********** C L I E N T P R O G R E S S R E P O R T **********

DATE OF THIS REPORT: COMPLETED BY:

Clients are rated on the following factors based on their classroom performance (outstanding, above-average, average, below-average, poor):

ATTITUDE: ASSIGNMENT QUALITY:

SOCIAL SKILLS: ASSIGNMENT QUANTITY:

ATTENDANCE: PUNCTUALITY:

COMMENTS ON CLIENTS PROGRESS:

********** F O L L O W - U P R E C O R D **********

DATE: RESULT:

DATE: RESULT:

DATE: RESULT:

DATE: RESULT:

APPENDIX C

Job Description

JOB DESCRIPTION

PURPOSE

To enhance relationship between the Salt Lake Skills Center and the Division of Rehabilitation Services (DRS), and to provide additional supportive services to DRS clients.

1) VISITATIONS (15%)

To coordinate individualized DRS client visitations to Salt Lake Skills Center

A. Review training program descriptions
B. Review admission requirements of training programs
C. Coordinate visitations with instructors
D. Arrange appointments with admissions counselors
E. Ensure that testing duplication does not occur

2) PROGRESS REPORTS (45%)

A. Bi-weekly review of DRS clients' progress with respective Skill Center Instructional Counselors.
B. Charting weekly new DRS client enrollments
C. Charting weekly DRS client terminations
D. Delivering progress reports to monthly DRS staff meetings (South, Central, Downtown,Glendale)
E. Discuss DRS-Skills Center issues at DRS staff meetings and coordinate resolution of any problems

3. JOB PLACEMENT (35%)

A. Coordinate job placement with DRS counselors
B. Supply job leads gained through twice daily Job Service job reports to Skills Center counselors and DRS clients
C. Provide job development for DRS clients who demostrate strong commitments to work
D. Attend monthly Job Placement Division (National Rehabilitation Association) meetings
E. Coordinated with Randy Hopkins to certify LRS clients for TJTC
F. Assist DRS clients during training to access part-time employment

4. OTHER DUTIES (5%)

A. Serve as a back-up contact if DRS counselor is unable to reach Skill Center counselor
B. Available as disability consultant to Skills Center staff.

APPENDIX D

Sample Report

CLIENT #: 56 SEX: F AGE: 27 BIRTHDATE: 56/08/04
SS #: 147-74-0860
NAME: XXXXXX, SSSSSSS PHONE: 466-2179
ADDRESS: 1175 Bryan Ave.
CITY: Salt Lake City STATE: UT ZIP CODE: 84105

DRS COUNSELOR: Blaine Simons PHONE: 533-5975
AGENCY: Central, DRS Office DISABILITY:
ADDRESS: 638 Wilmington
CITY: Salt Lake City STATE: UT ZIP CODE: 84106

SKILLS CENTER COUNSELOR: Edie Mitko OFFICE #: 202 EXTENSION #: 308
SKILLS CENTER INSTRUCTOR: Staff OFFICE #: EXTENSION #: 308
COURSE OF STUDY: Clerk Typist PROJECTED COMPLETION DATE: 84/08/17
ENROLLMENT DATE: 84/02/06 ACTUAL COMPLETION DATE:
TERMINATION DATE: PLACEMENT DATE:

EMPLOYER: JOB TITLE: TRAINING RELATED:
ADDRESS: WAGE: RETENTION IN MONTHS:
CITY: STATE: ZIP CODE:
PHONE: SUPERVISOR:

********** C L I E N T P R O G R E S S R E P O R T **********:

DATE OF THIS REPORT: 84/05/31 COMPLETED BY: Terry L. Armstrong

Clients are rated on the following factors based on their classroom performance (outstanding, above-average, average, below-average, poor):

ATTITUDE: Above Average ASSIGNMENT QUALITY: Average

SOCIAL SKILLS: Average ASSIGNMENT QUANTITY: Average

ATTENDANCE: 79/111 - 71% 4/84 PUNCTUALITY: Average

COMMENTS ON CLIENTS PROGRESS: Client performing at expected levels. Always coordinates absences.

********** F O L L O W - U P R E C O R D **********:

DATE: RESULT:

DATE: RESULT:

DATE: RESULT:

DATE: RESULT:

APPENDIX E

In-Service Questionnaire Results

DATE January 30, 1984

TOPIC _____

TRAINING SESSION QUESTIONNAIRE

1. Please circle your overall reaction to the training session just completed:

Very Good	Good	Fair	Poor
41	16	4	

2. How well did the material presented relate to your job?

Very Much	Quite A Bit	Some	Very Little
14	22	21	5

3. Will you be able to use and apply the material presented in your daily duties?

Very Much	Quite A Bit	Some	Very Little
12	18	27	3

4. Would you please give your overall reaction to the way the instructor presented the session?

Very Good	Good	Fair	Poor
42	14	3	

5. What is your reaction to the visual aids which were used?

Very Good	Good	Fair	Poor
41	16	2	

6. What suggestions do you have for improving this session?

See attached comment sheet

IN-SERVICE QUESTIONNAIRE RESULTS

Comment Sheet

1. More time.
2. I feel it is good for people who haven't been exposed to the issues of individual and societal attitudes toward the handicapped. The session served to reaffirm my own conviction toward equal opportunities for handicapped individuals.
3. The presentation dealt with strategies for dealing with specific handicaps and more real ideas; that is what is needed.
4. Relate information, re:, how to deal with handicapped persons, i.e., what help they require, special needs. Relate session toward instruction instead of toward employer oriented.
5. The sessions where each table had individual session lost interest for me.
6. Would like something more specific on classroom training.
7. More direct.
8. Have it out of town.
9. Give more "how-to" information.
10. More specific information on how to respond and deal with various handicapping conditions as they might present themselves.
11. Make people aware of how they deal with each other and not just a segment of the Skill Center population.
12. Deal with more specific situations.
13. Include presentations from handicapped individuals from the local community.

APPENDIX F

Summary of Access Survey Results

SALT LAKE SKILLS CENTER
Special Vocational Services
Handicapped Advocacy Program

In accordance with Section 503 of the Rehabilitation Act of 1973, the Salt Lake Skills Center Administration and Staff are requesting that students enrolled in the PWI Computer Programming training note any barriers which prevent access to the classroom and other Skills Center facilities. If students are experiencing barriers, it is requested that they describe in detail, the nature and possible solutions of the problem.

Have you experienced any major barriers which prevent your access to Skills Center facilities?

YES _____ NO ____

If yes, please describe in detail below.

Please outline potential solutions to the barriers listed.

_____ _____
Student Signature Advocacy Coordinator

- - - -

Special Vocational Services
431 South 600 East
Salt Lake City, Utah 84102
801-533-6512

May 17, 1984

Ms. Pat Latham, Director
Salt Lake Skills Center
431 South 600 East
Salt Lake City, Utah 84102

Dear Pat:

On April 25, 1984, with permission from Ms. Sue Besser and Mr. Bob Marsh, I spoke with each of the students enrolled in the Computer Programming course sponsored by Projects with Industry, regarding accessibility of the classroom and other Skills Center facilities. The following data has been summarized from the survey responses of the 14 students:

A. 10/14 students stated that they have not experienced barriers which prevent their access to the classroom or other Skills Center facilities.

B. 4/14 students noted barriers. These barriers were listed as follows:

1. the door entering the Skills Center from the ramp is too hard to open by wheelchair bound students,

2. the men's bathroom door is hard to open because the knob must be turned,

3. when entering the Skills Center, limited artificial lighting makes it difficult to see (one's) way,

4. the drinking fountain, though meeting accessibility guidelines, remains inaccessible (to one student),

5. the amount of smoking in the cafeteria is offensive, even in non-smoking areas,

The completed surveys were then reviewed by Ms. Sue Besser, and we attempted to remove the barriers without major modifications. The following steps were taken to remove the barriers:

1. Dale Giles, Maintenance Supervisor was asked to have the door at the top of the ramp propped open from 7:00 - 7:30 a.m., the time when the Computer Programming wheelchair bound students arrive.

2. The latch on the bathroom door has been taped so the knob need not be turned to open the door.

3. With the outside door propped open, there becomes sufficient light in the hall to facilitate mobility for a visually impaired student.

4. A pitcher of water has been provided in the classroom for all the students' use.

5. Those who find the smoke in the cafeteria offensive have been allowed to eat lunch in the classroom.

Additional accomodations have also been provided by the Skills Center and its staff. These include:

1. The installation of evaporative cooling and heat reflective window film will maintain a cool, workable environment for those in class affected by excessive warmth. (Don Gaillard and maintenance crew)

2. A spare tire rack welded by Lynn Jenson and installed into Rich Fisher's van by George Miyatake has prevented Rich's spare tire from rolling within the van. This almost caused injury to another student trying to hold the tire as they travelled to and from school.

3. Don Gaillard has produced a fitted piece of plywood for Rich's van to cover the ridges of the van's floorboard, thus facilitating easier wheelchair mobility within the van.

4. Don Gaillard also has developed a plexiglas keyguard for one student with very limited dexterity to facilitate accurate keyboarding.

On May 16, 1984, the modifications were proposed to the PWI Computer Programming students. It was unanimous that these modifications removed the forementioned barriers and have allowed access to the Skills Center classroom and its facilities.

Thank you for your support in making the Skills Center accessible to these students.

Sincerely,

Terry L. Armstrong
Advocacy Coordinator

TLA:kb

APPENDIX G

DRS Counselor Survey Results

DRS Office _____

DRS COUNSELOR SURVEY

INTRODUCTORY STATEMENT: The following questionnaire has been developed to determine the impact of the Handicapped Advocacy Program and to evaluate the first year of its existence. We appreciate your assistance in this evaluation process.

1. Before implementation of HAP how satisfied were you with the services at the Salt Lake Skills Center?

1-3	2-8	3-12	4-2	5-0
Very Satisfied	Satisfied	Indifferent	Dissatisfied	Very Dissatisfied

2. Since implementation of HAP how satisfied have you been with the services at the Salt Lake Skills Center?

1-9	2-9	3-5	4-1	5-0
Very Satisfied	Satisfied	Indifferent	Dissatisfied	Very Dissatisfied

3. How could services to you and your clients be improved?
   See attached comment sheet

4. Do the progress reports provide relevant information on your clients' progress?

   Yes 23 No 1

5. How could the progress reports be improved?
   See attached comment sheet

6. Do you support the concept of an advocate for students with disabilities at the Skills Center?

   Yes 22 No _____ No opinion 3

7. How many clients are in your caseload? 2973

8. What percent of your client caseload attends training at the Salt Lake Skills Center? 2-3%

9. What percent of the clients you support at the Salt Lake Skills Center complete training?

A. 90 - 100 - 5		F. 40 - 49 - 1	
B. 80 - 89 - 3		G. 30 - 39 - 3	
C. 70 - 79 - 4		H. 20 - 29 - 1	
D. 60 - 69 - 2		I. 10 - 29 - 1	
E. 50 - 59 - 3		J. 0 - 9 - 1	

10. Are there additional areas of training that you would like to see developed?

    Yes 10 No 7

    If yes, in what areas:
    See attached comment sheet

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DRS COUNSELOR SURVEY

Comment Sheet

3. Better Communications
Elevators
Improved supportive and vocational counseling - goal assessment
More coordination between Counselors and Salt Lake City Skill Center staff especially when a program is dropped, more effort should be made to help those students who are already in that program to be transferred to another or credit (money) given/returned.
When I call in to find out about my clients, it would help to have someone know how or what they are doing; what is their status; if and when they terminate; follow-up to find out why, etc.
Closer coordination when client is not attending
Good now

5. More objective quantifable measures
Would like proposed completion date
Sent out sooner-if client unexpectedly terminates
More attention to client problems
Well Done
Statement of individual problems, achievements, etc.
Number of days attended out of how many possible

10. Based on what jobs can be filled in the Community
Plastic machine shop
More accounting, data entry and drafting
Janitorial
Carpentry, cabinet making, all the trades
General skilled - semi-skilled positions not now available
Hands-on types of work - lower level skills
Any areas needed in work force
Any areas with good probability of employment to provide more choices for clients